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NO. 4

Report of the Chancellor to the Board of Trustees, Commencement, 1905.

TO THE HONORABLE BOARD OF TRUSTEES

OF THE UNIVERSITY OF GEORGIA:

GENTLEMEN:--I have the honor to submit my annual report for the session 1904-5. Many important topics looking to the future development of the University were covered in a report submitted to a special meeting of the Board called after the visit of the Trustees to the University of Wisconsin. Without repetition of the topics therein treated, reference is made to the BULLETIN, Winter Number, (Volume V, No. 1, pages 1-33).

1. SESSION 1904-5--GENERAL STATEMENT.

This has been a highly prosperous session of the University. The attendance has been the largest in the history of the institution. In the external life of the University three marked events have been the opening and occupation of Terrell Hall on the first of February, of the Library on the first of May, and the completion of LeConte Hall. These evidences of material progress are gratifying, but are only relatively important when compared with the interests involved in the inner life of the University. Respecting the latter, it affords satisfaction to note in the reports of Dean Barrow and President White the statement of faithful and successful work by the teaching corps in Franklin College and in the State College; and to have the testimony by the members of the Faculty to the increase in the diligence of the students and in the constancy of their attendance. Few cases of discipline have arisen,

and so far as these have called for the administration of discipline, it has proceeded without friction. The visit of the Board of Trustees to the University of Wisconsin in November was a pleasant, profitable, and important incident of the year. In the Law Department the wisdom of extending the period of the course of study may be now considered as proved beyond cavil. The School of Pharmacy has made a good beginning, and will attract students by the facilities offered. The work of Mr. J. S. Stewart, State Agent, has been successful in the direction of increasing attendance and bringing the secondary schools of the State into accredited relations with the University. In the School of Agriculture the attendance shows an increase of 115 per cent., and in the effort to reach the adult farmers of the State through the Farmers' Institutes, Director Jordan reports notable success. The encampment of cadets, including the week in which occurs the holiday, 26th of April, evidences the policy of the Board to comply in good faith with the requirement of the law that military tactics shall be efficiently taught in the State College; and the fact that not a single case for discipline occurred during the entire week of the encampment cannot fail to make its due impression upon the people of the state. Great interest has been manifested in debates, and a high degree of excellence has been attained. In the Department of Physical Culture, such notable emphasis has been placed upon the requirement of freedom from professionalism that this evil will probably never show its head again. Denmark Hall has continued to serve the University by providing cheap and good means of living for a large majority of her students, while the fact that the waiting upon the boarding tables is done by students who, in this way, earn the means of attending the University without suffering the least disparagement in the eyes of their fellow students, but on the contrary winning their respect, is a signal proof of the democratic character of the University student life.

II. THE COLLECTIVE UNIVERSITY.

I have the honor to transmit herewith the reports of the Presidents of the various colleges composing the University as follows: North Georgia Agricultural College, at Dahlonega; the Georgia School of Technology, at Atlanta; the Medical College of Georgia,

at Augusta; the Georgia Normal and Industrial College for Girls, Milledgeville; the Georgia State Normal School, Athens; the Georgia State Industrial College for Colored Youths, Savannah.

I am glad to state generally that these reports show progress and efficiency in all these institutions. Dr. G. R. Glenn, who was elected President of the North Georgia Agricultural College at the last meeting of the Board, has had for the first year of his administration a successful session.

Prof. M. M. Parks, who has ably filled the position of acting President of the Georgia Normal and Industrial College this year, has been elected President.

The attendance in the University organization for the year is as follows:

The University at Athens:

In Franklin College.....	132	
In State College of Agriculture.....	163	
Elective students.....	30	
In Graduate School.....	2	
In Law Department.....	42	
In Pharmacy Department.....	6	
		375

The North Georgia Agric. College (Dahlonge):

In College classes.....	68	
In Sub-Freshman classes.....	132	
		200

The School of Technology (Atlanta):

In College classes.....	348	
In Sub-Apprentice class.....	159	
		507

The Girls Normal and Indus. College (Milledgeville):

In College classes.....	254	
In Sub-Freshman class.....	53	
In Preparatory class.....	53	
		360

The State Normal School (Athens):

In Collegiate classes.....		446
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The Indus. College for Col. Youths (Savannah):

In College classes.....	25	
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In Normal Department_____	99	
In Preparatory Department_____	168	
		292
The Medical College (Augusta)_____		108
The University Summer School (Athens)_____		403
In Practice Schools:		
State Normal School_____	91	
Girls Normal and Industrial School_____	60	
Industrial College for Colored Youths_____	108	
		259
Total number receiving instruction_____		2950
College Grade_____	1022	
Professional Grade_____	1104	
Preparatory Grade_____	565	
Practice Schools_____	259	
		2950

III. DEPARTMENT REPORTS.

I have the honor to transmit herewith the reports of the Presidents and the Heads of the Departments of the University at Athens.

1. Report of David C. Barrow, Dean of Franklin College.
2. Report of H. C. White, President of State College.
3. Report of Sylvanus Morris, Dean of Law School.
4. Report of Samuel C. Benedict, Dean of School of Pharmacy.

Also the following Department reports:

Dr. H. C. White, School of Chemistry.

Dr. J. P. Campbell, School of Biology.

Prof. W. H. Bocock, School of Greek.

Prof. C. M. Strahan, School of Civil Engineering.

Dr. J. H. T. McPherson, School of History and Economic Science.

Prof. W. D. Hooper, School of Latin.

Prof. C. M. Snelling, School of Mathematics.

Prof. John Morris, School of English Language and Teutonic Philology.

Prof. J. Lustrat, School of Romance Languages.

Prof. A. H. Patterson, Schools of Physics, Astronomy, and Electrical Engineering.

Prof. R. E. Park, School of Rhetoric and English Literature.

Prof. J. M. Johnson, School of Agriculture.

Prof. T. J. Woofter, School of Philosophy and Education.

Also the reports of the following officers:

Prof. J. S. Stewart, State Agent.

Major E. L. Griggs, Commandant of Cadets.

Prof. A. H. Patterson, Physical Director.

Duncan Burnet, Librarian.

Prof. C. M. Snelling, Manager Denmark Hall.

Pursuant to resolution of the Board at last meeting, all these reports will be transmitted to the members of the Board in printed form, and it will be wholly unnecessary for me to attempt a summary of them. It is, of course, desirable that they should be read carefully and in full. They show in detail the number of students enrolled in each school, the hours for recitations, lectures and laboratory work. They show that engagements have been with few exceptions regularly met and duties faithfully performed. They contain various requests for enlargement of equipment, all of which are meritorious and for which I hope means may be provided. A schedule of these recommendations will be made in a separate paper for your convenience. The suggestions for promotion of tutors will form, as usual, the subject of a conference between Dean Barrow, Dr. White, and myself, and our recommendations will be submitted to the Board. It is gratifying to note the terms of praise in which the heads of the departments have referred to the work of their assistants. In view of the absence from the University last session of Professor W. D. Hooper, who was engaged in advanced work in German Universities, it will not seem invidious to make reference to the enthusiasm and broadened scholarship with which he has been able to conduct this year the work of the School of Latin.

Dr. White refers with high commendation to the work of Adjunct Professor C. J. Moore. Dr. Campbell recommends the reappointment of Mr. Worsham as tutor in Biology. Professor Bockock and Mr. Hooper recommend the reappointment of Mr. R. L. McWhorter. Professor Morris recommends the promotion of

Mr. DuBose to the position of instructor in his department. Professor Lustrat asks for the appointment of a tutor. Professor R. E. Park asks for the appointment of an instructor in Public Speaking. Professor Johnson recommends the promotion of Mr. Hart to the position of instructor. Professor Woofter asks for the appointment of an instructor in the School of Philosophy and Education.

During the present session midyear examinations were held at the opening of the second term. The experiment of introducing these examinations is favorably regarded as shown in the report of Dean Barrow.

The question of the percentage of students withdrawing during the session has received attention in the report of Dean Barrow and of the State Agent. This is an important subject which has perplexed the college authorities everywhere and has frequently been the topic of discussion in the meetings of college men. The principal explanation of the loss of students during the session is that the college course is a winnowing process; and speaking broadly, it may be said the result illustrates the law of the survival of the fittest. We have reason to believe that the percentage of men who drop out of the courses here is not in excess of the average and perhaps a little under it, but it would be exceedingly desirable to reduce the number of those who thus fall by the wayside. Looking at the subject in any light, it is a misfortune that so large a number of young men who enter upon a college course do not pursue their ambition to the end. To a certain extent the whole process of education is one of elimination. The figure of the funnel may be used to illustrate the process, into the broad end of which are poured the sixteen millions of children who enter the public schools in the lower grades, while the funnel contracts in the high school period and becomes still smaller in the college and university stage. While the reducing process is inevitable, nevertheless everything possible should be done to minimize it as far as possible. The greatest need to be supplied in our own case is to secure the services of a Dean, who shall be in continuous residence and who shall be sufficiently free from teaching work to give assiduous and constant attention to the reports coming in from the several schools respecting the atten-

dance and the work of the members of the various classes. The responsibility for this kind of work is under present conditions distributed between the Chancellor and the members of the faculty. In view of the greatly increased number of students, the larger questions of administration appurtenant to the Chancellor's office, and in view of his frequent absences from the University in attendance upon official duties, it is impossible for him to fulfill this function adequately. So far as the duty now concerned belongs to the members of the faculty it can be discharged only in the casual and desultory way which is permitted by the engrossing demands of their work of instruction. Other institutions have solved this problem by assigning charge of this matter to an officer known as the Dean. It is important to our interests here that Professor Barrow should be so relieved from teaching work as to have time in his capacity of Dean for this important and responsible function, for which his qualifications are ideal.

IV. VISIT TO UNIVERSITY OF WISCONSIN.

In November, 1904, Mr. George Foster Peabody, who has shown a deep interest in the University of Georgia, his native state, and Mr. Samuel Spencer, an alumnus of the University and graduate of the class of 1867, tendered to the trustees of the University a visit to the University of Wisconsin. Mr. Peabody accompanied the party on their journey, but Mr. Spencer was not able to be one of the company. The authorities of the University of Wisconsin received and entertained the Georgia party with great cordiality. Arrangements were made whereby all the departments of the University of Wisconsin were submitted to the inspection of the visitors. Special interest was felt in the College of Agriculture at Wisconsin under the able management of Dean Henry, who has made the institution so great a success as a part of the University organization. The remark goes without challenge in the state of Wisconsin that the school of agriculture in the State College is worth more to the people than all they have expended upon the University. It is not surprising that in a state where the truth of such a statement is recognized, public support to the University is freely and lavishly accorded. It is pleasant to observe that the authorities of the University of Wisconsin appre-

ciated the visit of the trustees of the University of Georgia to their institution. In the recent report of Dr. Charles R. Van Hise, president of the University of Wisconsin, to the Board of Regents of that institution and the General Assembly of the state, he says:

“Perhaps the most conspicuous evidence of the standing which the University has in other parts of the country, and of its widening influence, is furnished by the recent visit of some forty delegates from the University of Georgia. The party included the Governor of the State, the Chancellor of the University, the editors of such papers as the *Atlanta Constitution* and the *Savannah Press*, and other representative citizens of Georgia, members of the Board of Trustees and of the Georgia legislature. The party came from Georgia solely for the purpose of visiting the University, and returned immediately after the visit. The reason assigned by the visitors for selecting the University of Wisconsin was that it is a model northern state university. Perhaps never before has the University received more significant recognition. After their departure from Madison, the party passed resolutions embodying their impressions, among which were the statements, ‘That our inspection of the various departments of the University of Wisconsin has enlarged our views and has inspired us with the earnest desire to see our own University put upon a plane commensurate with the dignity of the State of Georgia: That in the upbuilding of the University of Wisconsin we see what the consecrated labor of able men endorsed by the liberality of their State Legislature can effect, in making an institution of research and learning which directly benefits every citizen of the state.’ ”

Upon the return of the Board from the visit to the University a committee consisting of Dean Barrow, Dr. White and myself was appointed to frame a report to this Board looking to the development and enlargement of the University of Georgia. This report will mark out for years to come some of the directions in which our development will proceed. One result of the trip has been to concentrate the attention of the members of this Board upon the larger educational problems which come before them in the management of the University, as distinct from minor details of internal administration, such as promotion of instructors, which should be remitted to executive control.

V. THE LIBRARY.

The new library was opened during the first week in May, the removal having taken place during the last week in April while the students were in the encampment, and while the services of all the janitors could be used without interruption for the manual labor involved in the transfer of the books. Mr. Burnet, the librarian, expresses his high appreciation of the assistance given by Mr. Hooper in managing this removal. The librarian's report indicates already the increase of the use of the library. This is not surprising, for it is easy to understand how reading and research would be promoted by a pleasing environment and greatly improved facilities. Work on the new Catalogue is proceeding as rapidly as possible. The new library is not to be used, as was the old to a large extent, as a place for the study of recitations, and this fact presents to the Board the question of providing study rooms in the lower floors of Demosthenian and Phi Kappa Society Halls. These rooms should be supplied with comfortable chairs and tables, and should be carpeted for use in the winter. The report of Mr. Strahan, Superintendent of Grounds and Buildings, gives the estimated expense.

Mr. Burnet has proved himself an excellent Librarian. He is a true "Professor of Books," and in addition to knowledge of Library Science, possesses practical qualifications for administration. Miss Frierson has given him cordial coöperation during the year.

The ample provision for book room in the stacks of the new structure makes the present supply of volumes seem a "beggarly account of empty shelves." At least ten thousand dollars should be at once provided for the purchase of needed books. Twice during the year I have had occasion to investigate a question of Georgia and Confederate history. To realize that the investigation could be made only by going to the libraries of New York, Massachusetts and Wisconsin suggested Chancellor Lipscomb's lament at being reduced to "the last analysis of intellectual humiliation."

VI. TERRELL HALL.

The use and occupation of this building began on the first of February. The head of the school of chemistry makes the gratifying statement that this department is now housed in "an excellent, commodious and convenient building." The structure is a vast improvement in utility and appearance over the building formerly known as Science Hall, upon the foundations of which the present building was erected.

Professor Strahan, in his capacity as architect, has solved successfully the problem of construction involved in the enlarged Academic Building, and both in Terrell Hall and in LeConte Hall has planned and constructed buildings which admirably answer their purpose and which are pleasing to the eye. In regard to the accommodations in Terrell Hall Dr. White says in his report for the department of chemistry:

"Two large lecture rooms and five general laboratories are fully equipped with permanent fittings and fixtures. Smaller laboratories, stock rooms, offices, balance-room, dark-room and library are also provided and furnished in whole or in part. Orders are outstanding for the fixtures for the Assay laboratory on the first floor. Other rooms, now unfinished, are available in the building for future expansion of the department. So far as proper and convenient house-room is concerned ample provision is made for present needs and considerable future growth."

VII. LeCONTE HALL.

LeConte Hall will be finished in time for partial use by the Summer School, and will be entirely ready for occupation by the opening of next session. The building was planned with special reference to the needs of the school of biology, and has that element of beauty which comes from the fitting adaptation of a structure for the use designed. From the eastern side, the building, on account of the contour of the ground, looks low, but from all other directions and especially from Lumpkin Street, from which the three sides are shown, it presents an appearance in keeping with the contiguous buildings. For the approaching Commencement an occasion has been arranged on Saturday afternoon for the formal reception of the building, and Dr. W. H. Howell, the distinguished Dean of the Johns Hopkins Medical College, as a per-

sonal compliment to his friend Professor Campbell, has agreed to deliver the address. Members of the family of Dr. Joseph LeConte and Dr. John LeConte have been invited and many of them will be present.

VIII. LAW SCHOOL.

In the department of law the enrollment is forty-two. This attendance is especially encouraging in view of the present lack of co-ordination between the methods of admission to the bar in this state, owing to which circumstance some methods of entrance are much easier than others. It can not be questioned that the able Board of State Examiners has endeavored to raise and has succeeded in raising the standard of admission, but it has happened in several instances that students have dropped out of the law course, taking not more than one-third of the work, and have passed the state examinations and thus secured admission to the bar. The same lack of co-ordination exists in reference to the time within which a Law School diploma admitting to the Bar may be obtained. The University is to be congratulated in its effort to raise the standard of legal education in view of these diverse standards. The Association of American Law Schools refuses to recognize law schools having a course shorter than two years.

The whole subject of legal education was exhaustively treated in a Report submitted to a recent meeting of the American Bar Association (Proceedings, Vol. 24, Pages 398-420). The Committee was signally representative of the judiciary, of legal scholarship, of legal authorship, of educational work in law schools and of eminence in successful practice at the bar. The members were Justice John M. Harlan, of the United States Supreme Court; Judge John M. Dillon, distinguished as ex-Judge, author of leading treatises and now active practitioner; Henry Wade Rogers, Dean of the Yale Law School; George M. Sharp, of Baltimore, engaged in legal education and practice; and Henry E. Davis, practitioner in Washington, D. C. The careful and thorough work by this body of experts is a document which no intelligent person concerned with the subject can afford to ignore.

The Report brings out the fact that thirty States in the Union have by legislation prescribed the period for legal study required for admission to the bar (whether in law school or lawyer's office),

and that in these States two years is the minimum time; that 48 American Law Schools require a three years course, and 46 a two years; that in only three States of the Union, (Louisiana, Tennessee and Georgia), is a one year course permitted. On this subject the Committee say (page 403):

“The Committee cannot but deplore greatly that any law schools in the United States still consent to confer the degree of Bachelor of Laws upon the completion of a one year course of study. A degree so obtained can have very little value, and it is strange that institutions will grant degrees upon such easy conditions. It is, in the opinion of the Committee, an abuse of the degree-conferring power, which calls for and should receive the condemnation, not only of academic bodies, but of the profession and of the public generally.”

The obvious conclusion forced from a study of observation and experience elsewhere is that in Georgia the law should require a two years' course of study both for students preparing in a law office and a law school; and that for the consideration of uniformity all applicants for admission to the bar should pass the State examinations.

Attention is called to the great need of a library for the law school.

During the present year the Law School has had visits from able lecturers, including Judge William T. Newman, of Atlanta.

IX. SCHOOL OF PHARMACY.

In the school of pharmacy six students were enrolled, despite the disadvantages of the late opening of Terrell Hall. The effort of the Georgia Pharmaceutical Association to raise the standard of this vocation will undoubtedly bring an increasing number of students to recognize the advantage of the course here. The equipment is now fairly adequate to the work and will be made fully so with the small addition asked for in the report of the Dean. He calls attention to the necessity of additional work in chemistry, for which I am sure the board will provide.

X. SCHOOL OF AGRICULTURE.

The greatest need at the University at this time is the development of this school. Special interest in its needs was aroused on the visit of the Board to the University of Wisconsin.

The total valuation of our buildings and equipment here would not exceed \$10,000; and in this connection it will be borne in mind that the Morrill Bill, under which money is received from the Federal Government for the Agricultural and Mechanical College, prohibits the use of any portion of the fund in buildings or the repair thereof. I recommend that at the approaching meeting of the General Assembly the emphasis be made in the presentation of the claims of the University to the needs of this department, and that for this purpose the sum of \$125,000 should be asked.

The gratifying increase in the enrollment of students in the special school of agriculture in the State College has already been mentioned. The area of the farm on the campus set apart to this school has been divided so as to separate the tracts set apart for horticulture and agriculture. A title drain has been laid at the University farm and other improvements made which are noted in the report of the head of the department. In each Annual Report that I have had the honor to submit to the Board I have earnestly urged the claims of agricultural education. "The little vanishes before the look which forward sees how much remains to do;" so writes the great German poet. And yet it is not unbecom- ing, while contemplating the great advance to be made, to compare the present status of the school with the past as well as the future; and such a view is not without encouragement. During recent years, the following advances have been made: 1. The setting apart and equipment of a separate building as Agricultural Hall. 2. The appropriation of 7 acres on the campus for experimentation and illustration. 3. The introduction of the one year course. 4. The resumption after a lapse of years, of Farmers' Institutes. 5. The waiving of all fees, in favor of agricultural students. 6. The offer of a prize for the best essay in agriculture. 7. The purchase of a Dairy equipment and practical instruction in Animal Husbandry. 8. The re-establishment of the three months Winter Course. 9. The publication of the Nature Study Leaflets, designed to promote elementary agricultural education. 10. Many substantial improvements at the University Farm.

Thomas Jefferson's ideal of a university embraced the teaching of agriculture. He said, "To these professional schools will

come the lawyer to the school of law, the ecclesiastic to that of theology and ecclesiastical history; the physician to those of the practice of medicine, materia medica, pharmacy and surgery; the military man to that of military and naval architecture and projectiles; *the agricultor to that of rural economy.*''*

In Germany agricultural education, especially in its relation to agricultural chemistry, is taught in the Universities. Georgia is the only one of the Southern states which has the opportunity to develop a school of agriculture in connection with the University. This is a unique advantage which our state should eagerly embrace. It is a distinction to be coveted to have within our borders the only state university in the South in which it is possible to realize the ideal of Thomas Jefferson. There can hardly be a doubt that the service of the University to the state in the teaching of agriculture in collegiate grades, in experimentation and in research, and in serving the secondary and primary schools of the state by guiding and directing the teaching of agriculture in these lower schools, can be far better performed in the University than in a separate technical school, where the science of agriculture is separated from its kindred sciences and from liberal culture.

XI. FARMERS' INSTITUTES.

I herewith transmit the report of Director Jordan in relation to the farmers' institutes, covering a period from June 1st, 1904 to June 1st, 1905. The fund granted by the last General Assembly amounting to \$2,500 did not become available until September 1st, 1904, and the Director has decided not to issue the annual farmers' institute bulletin covering the year 1904-5 until September 1st, next. The institutes have been largely attended throughout the state and fully 25,000 persons have been reached through their sessions. The institutes have been so popular that in response to a general demand they will hereafter be arranged for two days' session instead of one day as heretofore. The director's report gives a schedule of the meetings planned for the months of June, July and August. During the meetings in June and July it is proposed that the question shall be sub-

* (Thomas Jefferson and the University of Virginia, by W. B. Adams, Ph. D., Washington, 1888.)

mitted to the local institutes of having a state farmers' institute to be held at the University during the week following the summer school. The dining halls and dormitories both of the State Normal School and the University would be open for occupancy and a large number of farmers could be accommodated at the low rate of \$1.00 per day. If such institute is not arranged during the present year on account of the shortness of time, it will no doubt be arranged for succeeding years. Some new departments have been added to the work of the institutes by the director, including a woman's department, in which lectures are given at the institutes on subjects of special interest to farmers' wives and daughters. This feature has created great interest and accomplished much good.

XII. MILITARY TACTICS.

The arms and equipment obtained from the United States government through the Governor are now required to be surrendered on July 1st. The only option before the Board is to purchase guns and equipment, terms for which are stated in the report of the Commandant of Cadets, or to apply to the government for the detail of an army officer to take charge of this department. The present Commandant of Cadets, Major E. L. Griggs, has served in this capacity efficiently and admirably, in every way, in addition to his duties as Adjunct Professor in the school of civil engineering and drawing. In my judgment the time has come for the adoption of the latter of the two courses above mentioned. In such event, all the expenses of this department will be borne by the general government. The General Order No. 65, prescribing the regulations for institutions to which army officers were detailed, was hitherto thought to be onerous for those colleges and schools which were not founded principally for military instruction, but this order has now been so modified as to relieve the difficulties of compliance with the regulations. In point of fact, the order as modified does not require the bestowal of greater attention or time to military tactics than we now give under the present arrangement. The success of the new departure would, of course, largely depend upon the personality of the officer detailed.

During the encampment of the cadets I had the pleasure, with other members of the Faculty, of visiting Gainesville, and heard with great pleasure the universal and unstinted commendation of the bearing of the students. The cadets were reviewed by the Governor of the State. Major Griggs acknowledges gratefully the assistance of Professor Sanford in conducting the encampment.

XIII. PHYSICAL CULTURE.

The report of the Physical Director, Prof. A. H. Patterson, shows that in the sports of tennis and track athletics remarkable success has been secured, and that through these sports in addition to more active athletic games the benefit of physical exercise is being enjoyed by an increasingly large number of students. The gymnasium, which has been so often mentioned is again emphasized, and in connection therewith the obvious truth that there should be in this department a trained physician competent to individualize the exercise needed by each student for his personal development. As previously remarked, this department cannot fulfill its true purpose until such an officer is provided, and until the individual improvement of the student and his attention to the regulations relating to physical exercise shall count as a factor in his University record.

The Board will learn with pleasure, through Dean Barrow's report, that "the interference with classroom work by athletics is no longer serious." The careful safeguards and restrictions by which it is sought to protect both scholarship and discipline against the possible abuses of Athletics are shown in the subjoined regulations framed by the Faculty Committee on Athletics, of which the Physical Director is *ex-officio* Chairman:

1. The University of Georgia, through its department of Physical Culture, is a member of *The Southern Intercollegiate Athletic Association*, and all of its rules as to eligibility, etc., are in force here.

2. The number of baseball and football games and other athletic events is restricted to an extent which experience has shown to be desirable in order to prevent undue interference with the scholastic work of the players.

3. No team is permitted to leave Athens unless accompan-

ied by the Physical Director, or some member of the Faculty delegated by him to act in his stead.

4. No contract may be made with any other team without the approval of the Physical Director.

5. No student is allowed to participate in intercollegiate athletics without the consent of his parents or guardian.

6. All money taken in by the treasurer, managers, or other officers of the Association must be turned over to the Physical Director for deposit in the bank, and managers must draw funds and pay all bills by means of vouchers approved by the Physical Director.

7. No student on the "delinquent list" for either scholarship or absences may participate in any intercollegiate contest either in Athens or elsewhere.

8. No student who fails in a majority of his studies during one session may participate in intercollegiate athletics thereafter until two-thirds of his back work has been satisfactorily made up.

9. Any manager who appears on the delinquent list a second time must resign his office.

10. No manager may incur any absences whatever on athletic business until such absences have been approved in *advance* in writing by the Physical Director.

11. In addition to investigating the athletic eligibility of any student, the Faculty Committee on Athletics will take cognizance of a man's poor preparation for his college work, his physical unfitness for athletic games, or any suspicious circumstances accompanying his matriculation, and will debar any man from representing the University in a public contest if such a course seems advisable for the sake of scholarship, health or pure sport.

XIV. THE STATE AGENT.

The report of the state agent, Professor Joseph S. Stewart, is herewith submitted. His work in relation to the attendance of students is shown by the enrollment of 191 new students at the present session, which is an increase over any previous enrollment. The Manual for High Schools, in the preparation of which he was assisted by the various members of the faculty, and which has been widely distributed among the secondary schools of the state, is a highly valuable publication. It gives me pleasure to state that Mr. Stewart's work has so commended itself to the General Board of Education that this Board has proposed to ten state universities in the South the engagement of a professor of secondary education to engage in the work which the University undertook to

establish two years ago; and the same Board generously offers to make possible the continuance of Mr. Stewart's work by assuming the expense for this work hitherto borne by Mr. George Foster Peabody.

XV. GIFTS TO THE UNIVERSITY.

1. The City of Athens has turned over to the department of electrical engineering the following:

One Brush direct current arc lighting generator, 65 horse power; two Thomson-Houston direct current arc lighting generators, of 35 horse power each, together with switches, ammeter, etc., for the same.

This valuable equipment, which greatly increases the facilities of the school of electrical engineering, has not been presented, but for the present is deposited with the department; the probability is that its use will be given for a long period of time, if not permanently.

2. Mr. George Foster Peabody has presented to the library of the University a valuable collection of reproductions of pictures from the famous galleries of the world, at an expense of \$500. In view of the fact that opportunities are so few in the South for the seeing of great works of art, the value of this collection as a means of at least introducing the student to the appreciation of great pictures of the world will be readily and gratefully recognized.

3. Hon. Hoke Smith has offered to the University for a period of five years a prize of \$50 for each year, to be given to the student in the upper classes who writes the best essay on the subject, "How May a Young Man Best Serve his State?" Outside of the mere value of prompting to literary effort, such a theme is rich in its suggestiveness and in its appeal to the ideals of the student.

XVI. DENMARK HALL.

Professor C. M. Snelling, manager of Denmark Hall, shows that this important adjunct of the University is continuing the great service which it has rendered in the past. The rate of board for the present year will be \$8.00, which is a remarkable testimony to the skill of the management in view of the good quality of the board and the increase in the price of provisions. This low

rate is possible only because the cost of management is eliminated from the expenses by the generosity of Prof. Snelling.

XVII. CO-ORDINATION WITH MEDICAL COLLEGE.

I herewith transmit the report of committee of the Faculty appointed in pursuance of action of the Board at its last meeting in relation to the subject of co-ordination between certain schools in the University and the Medical Department at Augusta. The arrangement proposed by the committee of the Faculty of the University was acceptable to the Faculty of the Medical College, and the scheme outlined in that report will hereafter, if approved by the Board, represent the relation between the work of the two institutions.

XVIII. THE UNIVERSITY GROUNDS.

I beg to call attention of the trustees to the unsightly condition of large portions of the campus, especially the area contiguous to Denmark Hall. No principle of education is now better settled than that environment has an influence on the character of the students. The ugly, I might say hideous appearance of this area cannot operate otherwise than as a deteriorating influence. Members of the General Assembly who have visited the campus have expressed their regret that the present situation should exist, and it is probable that if a sufficiently large number of them could be induced to visit the campus, and see the condition due to the lack of resources for its improvement, they would make the necessary appropriation for its betterment.

XIX. THE LITERARY SOCIETIES.

I transmit the report made by Professor Park as *ex-officio* adviser of Demosthenian and Phi Kappa Societies, along with reports made to him from the presidents of these organizations. These reports indicate improvement over the conditions of some previous years. The societies voluntarily combined their anniversaries this year with marked improvement in the attendance and interest of the occasion. The student body renounced the holiday heretofore given on the 19th of February, the anniversary of Demosthenian Society, both societies uniting on the evening of February 21st.

XX. MEETING OF BOARD OF VISITORS.

At the last meeting of the Board the following action was taken:

“Resolved: That the proper legislation be had to carry out the suggestion of the Board of Visitors that the Board be authorized to visit the University during the scholastic term as well as at Commencement.”

Pursuant to this action, I drafted a bill providing for the contemplated change in the law. Such change has been requested by the unanimous action of the Boards of Visitors for several years past. The bill passed the Senate unanimously, and only failed in the House for pressure of time. It is quite desirable that this measure should be again introduced; and it will, no doubt, be passed upon the representations that will be made in its favor, showing the concurrent action of the several Boards of Visitors and of the Trustees. It is important that the board of visitors should have an opportunity to observe the University while in operation, and not during the period of almost practical suspension of exercises which necessarily occurs during the holding of examinations. The bill as drafted authorizes a portion of the ten days provided for the service of the Board of Visitors to be occupied during the session, and the remainder of the time to be occupied in attending and observing the Commencement exercises.

XXI. BUILDINGS.

The buildings of the University are in the main in better condition than they have been for many years, but two notable exceptions to this general statement demand the attention of the Board. The first is the need of seats in the chapel. The rush bottom chairs now in the chapel have been in use, I am informed, continuously since 1870, and they are in very bad condition. The uncomfortable and unsightly condition of the chairs is an influence adverse to proper order in the holding of the chapel service. The other urgent matter is the making provision for the heating of the quarters occupied by the Department of History and Economics. The present boiler is not sufficient to heat the third floor of the Academic Building, where this department is located, and I am prepared to substantiate the

statement made in Dr. McPherson's report that "a great part of the sickness prevalent among the students during January and February was traceable to the dangerously chilly temperature of his lecture room." The need of a heating system in Moore College is also urgent.

XXII. MEETING OF PRESIDENTS OF BOARDS OF TRUSTEES.

Although not strictly within the scope of my report, the action of the joint meeting of the president of this board and the presidents of the Boards of Trustees of the colleges composing the University system is here set forth as a part of the history of the year.

"RESOLVED: That the following resolutions be recommended to the Board of Trustees of the University and the several local boards for their approval:

"1. That the Chairman of the Board of Trustees of the University, the State School Commissioner, and the Chairman of the local board of the several branches of the University shall be convened from time to time upon the call of the Chairman of the Board of Trustees of the University.

"2. That these representatives of the several public institutions of the state shall, before each session of the legislature, prepare a budget to be submitted to the general assembly.

"3. That the Chairman of the Board in person or by one or more representatives shall present to the appropriate legislative committees the agreed budget with the reasons therefor.

"4. That funds appropriated to the University of Georgia shall be distributed by the Trustees in accordance with said proposed budget."

This action has been ratified by your Board at its called meeting in May, and also by the Board of Trustees of the State Normal School, and doubtless will be by the boards of the other colleges.

The analogy of this conference to the "University Council" is apparent. The Council is the conference of the Presidents of the several Colleges, in which educational matters of common interest are discussed. Its meeting was held in Athens during the month of April, and arrangements were then made for the occasion during Commencement in which students representing the University organization will participate.

XXIII. UNIVERSITY SUMMER SCHOOL.

The General Assembly has made provision for the operation of this School. I need only refer to the Summer School Bulletin for all information on this subject.

XXIV. CONCLUSION.

With thanks to my colleagues and the members of the Board for their support, I beg leave to use, in concluding this Report, an extract from Dr. G. Stanley Hall's recent work on Adolescence. The words describe an institution of higher grade than ours—a true University—and hence they picture what is for us only an ideal:

“To the University, ‘the noblest term in the vocabulary of our age,’ are committed the highest interests of man. They became and remained the asylums of free thought and conviction when Rome and all privileged orders declined, and their germs were brought and piously and early planted by our fathers. They are the best nurseries of talent, where is kept alive the holy fervor of investigation, that in the passion for truth is fearless of consequences, and that has never been more truly and loftily ideal than now, when some of the objects of study are crassly material. It is their quality that chiefly determines the status of the technological and of all the so-called learned professions. It depends largely upon them whether a land is cursed with medical quacks, pettifogging lawyers and politicians, a superstitious and bigoted clergy, incompetent engineers and architects, or whether these professions fulfill their noble ideals. More and more the trained expert who has attained the mastery that comes by specialized concentration speaks the deciding word in every critical stage and in all departments of life. Experience here reiterates and enforces the conclusion of the largest of all the English Parliament Reports, that of all the great popular charities university education has proven safest, wisest, and best, and that for two chief reasons: first, because the superior integrity and ability of the guardians who consent to administer such funds, the intelligence and grateful appreciation of those aided by them, and the general interest and resulting publicity, all three combine to hold them through the ages truest to the purpose and spirit of the founder; and secondly, because by improvement here, all other good causes are most efficiently aided.”

Respectfully submitted,

WALTER B. HILL,
Chancellor.

ADDRESS OF DR. W. H. HOWELL

Dean of the Medical Department of John Hopkins University, at the opening of LeConte Hall.

A distinguished German scientist, who was making his second visit to this country a year or two ago, commented to me upon the different impressions of our colleges that he had received from his two experiences. On the first occasion, some twenty-five years ago, he carried away the idea that our chief ambition is to build large dormitories. This was perhaps a superficial observation on his part, but one that it was natural for a stranger to make. For at that time very large endowments were being made for this purpose in some of our prominent colleges, and, from the external side, the erection of these large buildings, the notice given to them in the daily press, and the satisfaction perhaps felt by the college authorities in the acquisition of such large gifts, all combined to force this feature of development unduly upon the attention of a foreigner. On his second visit, however, the impression that he obtained was different, and to him far more satisfactory. Wherever he went the subject of interest to which his attention was called was the new laboratories which had been built or were projected. And these laboratories, in point of construction and equipment, compared most favorably with similar buildings in the universities abroad. He was delighted with the change, and prophesied a brilliant outcome to the scientific development of the country. Those of us who are familiar with the history of college affairs in this country during the last quarter of a century will admit, I believe, the substantial correctness of his observations. There was a time in which our interests were mainly centered in that side of college life which may be typified by the dormitory, while, at present, the laboratory, with all that is

implied in that word, occupies the more prominent place in our thoughts and plans. It is now many years since this change became noticeable, but I do not detect, I am happy to say, any indications that the movement has reached a climax. On the contrary, the fashion is spreading, and it bids fair to be adopted in all the colleges, and the professional and technical schools of the country. Our institutions were satisfied at first with simple buildings, mere workshops in appearance as well as in fact, but latterly our richer colleges have shown a disposition to give these structures something of an architectural dignity that has always been sought for in academic buildings. This tendency seems to be another indication of the permanency of the laboratory idea. Laboratories, in fact, have become recognized as an integral and enduring part of the college system, and as such are being constructed with a due regard for external impressiveness as well as for internal convenience. Scientific men among themselves sometimes lament this tendency, since in their opinion it may divert available financial means from the essentials to the non-essentials. No one doubts, of course, that what a laboratory needs first of all is an adequate equipment and staff. Those who are animated by the true spirit of scientific work will see that these needs are provided for first, let the external housing be what it may. When the instructors are competent and not too few in number and the apparatus is adequate, the laboratory is made, and is prepared to do its part in instruction and investigation. But if, in a spirit of intelligent devotion to right ideals, scientific men almost unanimously seek these things first, we may hope that secondary blessings of a more worldly character will be added unto them, as a just reward for their sincerity and singleness of purpose. It was natural and perhaps proper that scientific work in colleges should begin as it did, in a very humble way; such conditions did not prevent the accomplishment of great results. Those of us who are familiar with the history of science know that some of our greatest men made their brilliant and invaluable discoveries under material conditions of the most depressing character; in temporary buildings of the rudest construction, or perhaps, as in the case of Claud Bernard, in damp cellars, whose unhealthy surroundings shortened their lives. Such facts, how-

ever, are no proof that austere conditions are necessary or even helpful to the proper development of scientific work. If the seed gave such good fruit upon rugged soil, it speaks well, to be sure, for its inherent vitality, but let it be our part on the contrary to give the plant the most favorable conditions for growth. Let us not only choose good seed, that is to say, select able men to take charge of the work, but let us also provide good soil and favorable conditions of warmth and moisture. Which being interpreted means, let us plant these men in handsome, well-equipped laboratories, and water them with generous appropriations and good salaries. Even poor plants will make a good showing under such conditions, and the best ones will flourish like a green bay tree, transmuting our dead money into a plentiful foliage of living ideas. So far as I can learn, our scientific heroes who accomplished great deeds under adverse conditions were of one mind in this matter. They deplored their meagre facilities and looked forward with hope to a time such as this, in which science should be freely recognized and adequately supported. Claud Bernard, to whom I have referred, was filled with joy when Napoleon III promised him 400,000 francs for the construction of a handsome laboratory in place of his *cave humide*. He was bitterly disappointed when this princely gift was reduced by nine-tenths, and those who know the conditions feel very confident that the Emperor made a sad mistake for his country and for the world at large in his ill-timed economy. He lost an opportunity to make an investment which would have yielded handsome returns in glory to France and in benefits to humanity.

The question of handsome buildings is of course secondary, but college life is like the individual life in this regard. When the income is limited, the wise householder builds accordingly, and restricts his expenditures mainly to the requisite provision for healthy physical and spiritual development. But as the income grows, some attention is paid also to those accessories that add to the dignity of life. If, therefore, there is a tendency among those who can afford it to build stately homes for the scientific subjects, may we not consider it as an indication of merited and desirable prosperity, as well as a recognition of the fact that the laboratory has come to stay? I confess that the architectural side of some of

the laboratories abroad, and now also in this country to some extent, makes an altogether favorable impression upon me. The mere feeling of permanency and dignity counts for something. The rudest kind of a building may meet the essential needs of a laboratory, but one must realize that structures of this kind deteriorate rapidly in appearance, and shabbiness will eventually prove a disgrace, and hindrance to good work. A noble building, on the other hand, commands the respect of outsiders, it dignifies the object for which it was erected, and in a measure insures its perpetuation. The part of wisdom in such matters, so it seems to me, is to follow the sensible advice of Polonius: "Costly thy habit as thy purse can buy, but not expressed in fancy."

It would be entirely useless for me at this time and in this place to repeat once more the cogent reasons that were urged by our predecessors in the propaganda that they organized for the establishment of instruction in science in our educational institutions. The clear and forcible arguments of Huxley to show the reality and service of scientific knowledge, the keen criticisms by Farrar upon the uselessness of Latin and Greek verse-making as a system of education, have effected their purpose. Science has come into possession of its privileges; its rights in the college curriculum are fully recognized, and the necessity of laboratories as an essential part of its educational armamentarium is no longer a matter of controversy. Our system of college education has been profoundly changed, and no one, I believe, would advocate seriously a return to the illiberal curriculum of former days. Scientific men surely have no grounds for complaint at the present time in regard to the time or facilities given to the branches that they represent. The value, and indeed the necessity of the natural and physical sciences as a training for after-life is for the most part fully recognized, and every college of importance attempts to provide for this need as far as its means permit. The duty that is now incumbent upon those of us who direct this work is to see that the performance measures up to the expectation. In this connection I confess that it has sometimes seemed to me that the pioneers of science, who won our privileges for us, painted a somewhat over-idealized picture of the advantages that were to follow the introduction of science in the college curriculum.

Goethe says somewhere that he who wishes to frighten the devil must make a loud noise, and, generally speaking, I believe that those reformers who really effect much in the way of actual progress follow this suggestion with advantage. After the deed is done and the evil spirit is driven off, it may become apparent that some of the things said in the excitement of the controversy were too emphatic to be fully justified. College education fifty years ago was not very attractive—at least it does not appear to have made a favorable impression on a number of those who must be classed among the leaders of their time. It was arranged apparently to make classical scholars of its pupils, or nothing: it was certainly not well adapted to prepare its students for the manifold duties of practical life. But the system in vogue was thoroughly established, was hallowed by custom, and was defended by ardent believers, who saw its advantages and were blind to its defects. Those who carried on the agitation for a reform may be excused, therefore, if they perhaps abused too roundly the shortcomings of the existing system, and exaggerated somewhat the advantages of the changes they proposed to make. It has fallen to the lot of the teachers of science in this generation to justify, as far as possible, their sanguine expectations and prophecies, and no part of this duty is more urgent or more difficult than to demonstrate that the great and costly implement of laboratory teaching is capable of effecting the results that were anticipated from it. Following this line of thought, I should like to say a few words regarding laboratories and the place of laboratory instruction in college education, as it appears to me after an experience of some twenty years devoted mainly to laboratory teaching under the most favorable character. I should refrain from taking the liberty or responsibility of stating some of the views that I entertain, were I not confident that the laboratory idea has become so thoroughly intrenched in our educational institutions that no harm can come to it now from an attempt to estimate critically its functions in education. If I happen to lay more emphasis on its limitations than on its advantages, this is solely because the latter are, so to speak, self evident, and need no exposition nor defense. In the first place, it is perfectly obvious to every teacher and student of science that the introduction of scientific studies and laboratory

instruction has not converted the path of learning into a royal highway. They have broadened the path and have, I believe, made it more attractive and interesting to many minds, but the grade is just as steep as ever for those who desire to attain the summit. Education with the aid of the sciences is no easier than education without them. We can claim for it only that it is more useful and perhaps more attractive. On the other side, from the standpoint of the instructor and college official, it is perhaps equally evident that laboratory facilities and conveniences have not made the work of teaching less laborious, they have on the contrary added to its difficulties. The college officials are certainly cognizant of this fact, for the laboratory and all that it implies have placed upon the college a financial burden undreamed of in former times. The lamentable fact that many of our largest and richest colleges suffer each year from a serious deficit, is due, I presume, very largely to the great cost of constructing and maintaining the laboratory and its expensive equipage. So far as I can see, this is a difficulty that cannot be avoided—it must be met and overcome. Under present conditions, no large institution stands any chance in the competition for students and influence unless it is well provided with these expensive adjuncts to scientific instruction. Those of our colleges that exist upon private endowments must necessarily continue to beg for larger means from the hands of wealthy philanthropists. This necessity is so well recognized that I believe, perhaps I should say fear, that the ability to perform this kind of service looms very large among the characteristics desired and sought for in the modern college president. He must have many virtues and talents, but certainly he must not be lacking in that species of magnetism that draws money. On the whole, he seems to be doing this work well. The supply of money contributed by our wealthy citizens shows encouraging signs of measuring up to the very large demands made upon them. Merchants of princely fortunes are taking the place formerly filled by princes of royal blood as patrons of learning. Some alarmists have feared a future danger in this tendency. They have imagined the dread possibility of academic freedom bound and fettered by personal obligations, but surely there are no serious indications at present of any such

unfortunate outcome of modern beneficence to educational needs. In fact, history proves that the cause of learning has never been successfully subjugated to the will of outside influences; the enemies that it has most to fear are the obstructionists and bigots within its own walls. I can fancy that it would be entirely safe and altogether beneficial to the spread of learning, if it should become a fashion among our multi-millionaires for each to endow his own temple of learning, as the barons of old expiated their sins and demonstrated their power by the foundation of temples of religion. For those who are moved by genuine sentiments of philanthropy, no better return could be made to the people from whom their wealth has been drawn. For those who are animated by selfish motives, no more conclusive and impressive demonstration of the possession of unlimited means could be imagined, and perhaps no better way could be devised to attain a place among "the choir invisible of those immortal dead who live again."

It seems to me, however, altogether certain that in this rich and prosperous country the future abundant support of our colleges will come from the people as a whole, by means of taxation, rather than from the individual benefactor. Our modern state universities, which show such signs of vitality and prosperity, are destined to become the ideal American institutions of higher learning. It is their privilege to appeal for support, in the most open and legitimate way, to a source that is abundantly able to meet their just demands, and every sign indicates that in this direction our whole educational system will develop most successfully.

Another difficulty that has resulted from the modern method of laboratory instruction, is the greater stress placed upon the teacher. In former times, the chief labor of the teacher was the preparation and delivery of his lectures. In these days, "mere didactic instruction," as the lecture and recitation are sometimes disparagingly named, occupies a place of secondary importance in some of the scientific subjects particularly, perhaps, in Biology. The chief energy of the teacher goes into the elbow instruction of his laboratory courses. The long hours involved in this work, the preparation, the reiterated directions, the constant mental strain, make a severe drain upon the physical and mental resources of

most men. At the end of a laboratory class few teachers are in a condition for intellectual work; and when, as so often happens, the classes follow with daily regularity through an entire session, only an exceptionally vigorous constitution, or the vitality of youth, leaves any remainder of energy for other pursuits. Our colleagues in the faculty whose work lies in the co-called humanities, have little realization of the strain imposed by laboratory instruction. The literature in all the sciences is enormous, and the ambitious teacher who desires to keep abreast of his subject must devote what odd hours he can find from his manual labors to reading and study. My experience with laboratory men is, that when the season of work is on they have practically no leisure time. During the day, and the night as well, they must be in constant activity, and they labor under the disadvantage that much of their intellectual work is done when the flesh is weak from the fatiguing labors of the laboratory.

I have known some teachers, blessed with a philosophical temperament, who protected themselves from this excessive strain by adopting a maieutic system, whereby the travail of spirit was thrown largely upon the student. For good students it is an excellent system in the long run, but for the poor ones or those who fall below the average, it is usually barren of results. The most successful teachers, for the average man at least, are precisely those who throw great energy and enthusiasm into their work, and while this virtue may bring its reward in the local esteem of one's own pupils and colleagues, it is likely to exhaust the man and imperil his chances of making his mark in the wider field of productive scholarship. I believe that the hardship of laboratory teaching is a genuine difficulty at present, and there is no immediate prospect of general relief. The usual remedy suggested is to multiply instructors, but the remedy is not entirely adequate. It is expensive, of course, and in addition, as usually carried out, it results in the creation of a number of very poorly paid positions, such as can be accepted only by immature men. It has the advantage, I am glad to say, of providing a species of fellowship, which may be held for a period by young men looking forward to a career in science. On the other hand, it undoubtedly injures the instruction so far as the student is concerned, for

knowledge and experience are more needed in the laboratory than in the lecture room. The final satisfactory solution is again, perhaps, more money. We should have sufficient means to provide competent and well paid staffs in our laboratory subjects. Salaries should be large enough at least not to force our subordinate teachers to choose between celibacy and depressing poverty. The knowledge that the salaries of all but the chief positions are hopelessly inadequate to maintain married men in a condition of respectable comfort, is so well recognized that, on a number of occasions, I have heard leaders in science advocate the idea that only men of independent means should be encouraged to enter upon this career. I feel confident myself that such a deliberate method of elimination is wrong in principle, and would prove disastrous in practice. This is not the place to discuss it seriously, but the fact that it is considered is some indication of the actual state of affairs regarding the salary question. This troublesome question must settle itself by some sort of gradual adaptation of supply and demand. To return to the matter that is on my mind, namely, the specific difficulties that laboratory instruction has brought to the teacher, there is one feature of the case that the teacher himself may control, and it is desirable to call attention to the fact. I have had considerable experience with students of both sexes and from many colleges, and I have acquired the conviction that many of them have been spoiled by the attention and assistance they have received. The causes that have led to this coddling process may be and probably are complex, but the fact remains, I believe, that a good proportion of American laboratory students have things made too easy for them—their apples fall without shaking. They acquire the bad habit of regarding their teachers more or less in the light of private tutors, and they treat the expensive equipment of the laboratory as though it were a personal possession to be furnished anew for each individual. In other words, we have been so generous in providing facilities, and teachers, in the effort to make their subjects popular and useful, have been so prodigal of their services, that the students, like over indulged children, have acquired often times bad laboratory habits and manners. I have really been astonished at times, for instance, by the utterly thought-

less selfishness of students in regard to laboratory property. Not only elementary, but also advanced students, display a lack of care in regard to the use of laboratory apparatus and instruments, and in their demands upon the time of teachers, which indicates that they have been badly brought up. I remember reproving a man once for some careless use of laboratory property: "Oh well," said he in extenuation, "I was on the football team at college, and nothing was too good for me." This sort of feeling is easily engendered, and reacts unfavorably upon the teacher, to say nothing of the student. I have not found such a spirit in the laboratories abroad, and I am convinced that in our American laboratories a sterner discipline might be introduced with profit to all concerned. The teacher should resist the temptation to make his wares too cheap, and if his exigence results in making his classes smaller and his labors lighter, this outcome, in my opinion, will be a blessing to all concerned. Our laboratories should not be regarded as kindergartens to amuse the young and thoughtless, but as golden opportunities for those who have some serious end in view and are willing to work for it. Laboratory teachers generally would be glad, I am sure, to adopt this point of view, if they were supported intelligently by the college authorities.

The really important matter, however, regarding laboratory instruction in our colleges, is its place in the college curriculum and its relations to general education. We have in this subject a problem which I am confident is on the eve of a serious discussion in connection with the wide question of the contents of a college education. My own feelings upon the matter have reached the stage of a conviction which is at variance with the practice of the day. I cannot pretend to speak with the authority of those who are directly concerned in the guidance of our educational development, but I feel that the testimony of every practical teacher may be of some service in arriving at a wise conclusion. You are all aware, no doubt, that at present the whole system of instruction exemplified in the typical American college is undergoing critical examination. The reasons are very evident. The preparatory schools, on the one hand, and the professional schools on the other, have invaded what was formerly its territory, and the doubt has

arisen in many minds whether the four years' college course fits into our system as well as it should. The training in our preparatory schools has everywhere taken a wider range than formerly, and some of these schools are proposing deliberately to add two years of college preparation to the course as usually given. From the other side the specific demands of our professional schools have forced the colleges to incorporate into their curriculum a distinct amount of technical training which constitutes a new and unexpected feature. There seems to be, therefore, a genuine need for a readjustment of educational boundary lines, and, so far as I can judge, the general consensus is that this readjustment must be made in the college period. My attention has been forced to the matter, by the fact that it is part of my duty every year to examine closely the credentials of college graduates from all parts of the country. These graduates present themselves for matriculation in the medical department of the Johns Hopkins University, and to absolve our requirements they offer certificates regarding their college training. These certificates are characterized by an astonishing lack of uniformity, which reveals clearly the unsettled nature of the college course. Moreover, an examination of these credentials shows that very often some of the courses that have been taken to absolve the requirements for the bachelor's degree seem to be entirely without meaning from the standpoint of coördinated purpose. It is scarcely possible to avoid the impression that the dominant influence in selecting some courses has been simply that they fill in the required number of credits. They are out of harmony with the main line of work pursued, and, like the fly in the amber, excite curiosity as to how they got there. Looking at the matter from the standpoint of preparation for professional education in medicine, I have felt strongly that a year at least of college life is often times spent in unnecessary work, and, from what one may gather from indirect sources, it is probable that this same general objection may be made to the preparation for other professional callings, as well as for the more practical affairs of life. This impression has found frequent expression in recent years, and has resulted in a demand for the shortening of the college course. On the other hand, the typical four years' course has had its defenders, who

have urged with force the advantages that result from our present system. One of the most recent, and to my mind most unsatisfactory of the vindications of this system, has been written by the President of one of the largest and best of our American colleges. It emphasizes frankly a point of view that seems to me entirely inadmissible. He quotes with approval a witty aphorism from a French author, to the effect that a bachelor's degree is a social rather than a pedagogical institution, and he goes on at some length to develop the view that the college career is valuable mainly as a complex social institution, which enables the young men to lead a communal life, and to acquire therefrom the *savoir faire* necessary for success. It seems to be clearly implied in this paper that the studies, the intellectual training, the teachers, and all the expensive paraphernalia of the modern college are subsidiary influences, compared with the training afforded by the social institution, otherwise defined as college societies, college athletics, and college romances and customs. No one will pretend to deny that the social contact of young men during their college life plays an important part, for good or evil, in their subsequent career, but I am convinced that no nation is willing to support an educational system in which social training is recognized as the main end in view. If such a thing were deliberately planned, one can imagine substitutes for the college which might be more effective, less time-consuming, and less of a financial burden. To erect this purpose into the chief aim of college training is to degrade the whole system, and rob the teaching profession of most of its dignity. Our nation has a right to demand a more serious intention in college education. It should and does expect that the college shall prepare its citizens to become effective units in national life, not simply nor mainly on the side of social intercourse, but in the affairs that make for material and spiritual advancement. Most of us believe that the main direct object of college training is to develop as fully as possible a man's intellectual powers, and to put him, moreover, into that intelligent relation with the knowledge and culture of his times which distinguishes the educated from the uneducated man. With this as the general purpose of college education, the interesting question of the day, it seems to me, is whether in addition the college should

give its students preparation for specific vocations. The feeling that the college should fulfill such a function lies, I believe, at the root of most of the dissatisfaction expressed in regard to the present course. For it is obvious that such was not the original intention of college training, and the system as it exists at present is not intentionally adapted to this end. The careers open to our college graduates are varied, and if their college work is to prepare them in a measure for these careers it also will have to be varied, and adapted in some intelligent way. The specific problem before the college is that its patrons expect the college graduate to be in the first place an educated man, and in the second place they desire that he shall be especially prepared for some calling. Where shall the line be drawn between the time devoted to the general and to the special education? The tradition that came down to us was, that after completing the courses of the secondary schools, a man should spend four years in college in general training. The trend of development has, however, forced more and more of special or even technical training into the college course. Many of our colleges have formally recognized this tendency by introducing combination or telescopic courses with the professional schools of law or medicine. By this arrangement, in medicine, for instance, the fourth year is actually spent in the professional school, although the work is counted also as his final year in college, and receives corresponding recognition in the credits for the degree in science or arts. As a matter of fact, in such cases the student completes his college course proper in three years, and should receive his certificate or degree at the end of that period. Moreover, it is possible that by the use of electives and pre-medical courses one additional year may be given up to what is properly technical training, so that general education, in the former sense of the word, becomes limited in reality to two years of the college course. So far as I can determine, this tendency to introduce courses preparatory to medicine is increasing, and at present in most colleges a boy may begin his special preparation for that career at the end of his Sophomore year. If this privilege or opportunity is granted to those looking forward to the profession of medicine, it is probable that it will be followed by similar arrangements for other special careers; and

the colleges will thereby admit that the necessary general education may be accomplished by two years of college work. I believe that we can look forward confidently to the time when this new line of demarcation will be recognized, and our colleges will adopt generally the plan that has been outlined by President Butler of Columbia University.

If this belief is realized, there is no good reason why the bachelor's degree as a visible sign of the completion of the period of general education should not be granted at the end of the sophomore year. Our system would then be parallel to that adopted in France and Germany, where the boy completes his courses in the Lycée or Gymnasium in his nineteenth year, and is then prepared for the commencement of professional studies in the University, or for a practical career in commerce or the industrial arts.

In regard to the place of laboratory instruction in college work, I am of the opinion that for the most part, it comes distinctly under the head of technical training, and does not properly belong to the period of general education. Some of my scientific colleagues hold that it is little short of a pedagogical crime to give a course in science without laboratory exercises. But the matter does not appear to me in that light. If it is the purpose of a course to give simply an intelligent conception of the nature and contents of a subject, this object may be accomplished successfully with the aid of lectures and recitations, together with demonstrations, charts, etc. To add to this a dash of laboratory work may do no harm, but then it accomplishes no especial good, and it has the serious defect of consuming much time that might be expended more advantageously in other ways. If an extensive and really adequate laboratory course is given it implies the acquisition of special technical knowledge, which in this short and strenuous life does not appear to be advisable except for those who expect to use it subsequently. *A fortiori*, the introduction of laboratory courses into our secondary schools seems to me to be altogether a blunder. Some instruction in science should be given, of course, but the effort to establish imitations on a smaller scale of the physical, chemical, and biological laboratory courses as they are given in college is inappropriate and useless. These courses as a rule are

too brief to furnish any usable technical training, and for the purpose of information and intelligent comprehension they are not necessary. Nor can I believe that laboratory courses of this grade exert any valuable influence in the direction of educational training, in developing, for instance, the scientific method of inductive reasoning. As a matter of fact, the courses are far too incomplete for such a purpose; they give in reality only a superficial knowledge, a smattering, and must be repeated more thoroughly in college. The college teachers with whom I have discussed this subject are unanimous in the belief that the preliminary laboratory courses in the high schools are of no material benefit to those who take the same work over again in college. In the first two years in college, as in the preparatory schools, the sciences should be taught mainly for information, and to enlarge the mental horizon. If the period of formal education ceases at that time, as might well be the case for those who expect to enter commercial life, the lad will be sent into the busy world with an intelligent conception of the phenomena of the universe, and of the history and literature of mankind. On the other hand, those who expect to enter professional or industrial careers will need additional training of a technical character, and herein lies the special field for the laboratory courses. On the biological side, such training would be given to those who expect to become specialists and teachers, and to those who look forward to medicine, or a career in those phases of applied science in which biological knowledge is helpful. The knowledge of a subject acquired from laboratory experience does not consist simply in an intelligent conception of facts and principles, but in a precise knowledge of methods and appliances also; that kind of first hand knowledge, in fact, that may be actually used, and not simply talked about. By the adoption of some such system as this, our colleges would fulfill their double function of providing a liberal education for all their students, and at the same time would furnish the opportunity for special training such as would be really helpful in practical life. I fear that at present the college course of many men is diffuse and inapt. Those who for one reason or another give a large portion of their time to the acquisition of technical training which they do not expect to use, are, to say the least, badly advised. If I am properly informed, a

considerable number of men float through their college courses with very little to do, except perhaps to acquire those social graces which Mr. Hadley values so highly. Most of us will agree, however, that it would be better all round if these men got more out of college and the college got more out of them. A system that would make a man face his career seriously at an earlier period in life might possibly contribute to this end.

On such a system as I am advocating, there would be need of a reorganization of our scientific instruction, and indeed there is need of it on any system. At present there is a lack of correlation and an amount of over-lapping which is a reproach to the subjects and a detriment to the students. Some arrangement should be made to establish the proper sequences, so as to avoid repetition, and to adapt the subject to the period of development and purpose of the student. In biology, for example, the peculiarly appropriate field for the preparatory schools would seem to lie in the study of natural history, such subjects, for example, as systematic and structural botany. By studies of this kind the young student would be brought to regard the manifold phenomena of life around him with interest and appreciation, and at the same time would acquire a basis for future more special studies. During the first two years of college I should advocate, as I have said, non-laboratory courses, but illustrated by demonstrations, whose object should be to bring the student in relation to the general biological conceptions of the times. If his work extended into the later period of college life, then he should become a worker himself, an apprentice to the art, with an opportunity to learn the use of the implements of biological investigation and research.

So I feel that the best wish that I can make for this fine laboratory and its able director is that its facilities and his energies may be spent chiefly in training men who in after life will put this training to actual use for their own profit and advantage, for the good of the community, and best of all for the advancement of science. Current events give proof that our nation will have increasing need, in peace and in war, for capable men who are equipped to make practical application of scientific knowledge. It is the colleges that should furnish a supply of such men. The

country that has the largest supply will gain the supremacy, whether in the deadly combat of war or the no less pitiless competition of industrial life, and all nations will come to realize more and more the importance of our scientific laboratories in the development of the commonwealth.

To my mind, the highest and most valuable returns that any laboratory can make for the money and labor invested in it is to contribute something to the widening of human knowledge. It is a truism that every notable extension of applied science must be preceded by an increase in fundamental or theoretical scientific knowledge. The causal relation between the two events is hidden from all except the specialists. The public at large is impressed mainly by the brilliant adaptations to the needs of practical life. They applaud the results obtained by a Bell or Edison or Lister, and overlook the fact that the valuable contributions made by such men depend absolutely upon the labors of the pioneers in scientific investigation, upon a Farady or a Pasteur. The preëminent importance of such work is grandly illustrated by the life and work of the last named investigator. When France was experiencing her most bitter national humiliation, conquered, and impoverished by the huge expense of a disastrous conflict and the drain of an enormous war indemnity, she possessed one intensely patriotic citizen whose scientific discoveries, then in the making, were destined to bring to his country not only an undying glory, but an actual increase in national wealth that more than compensated for the deprivations of a cruel war. It seems to me to be no exaggeration to say that Pasteur's life was more valuable to the world at large than that of any other of the millions of human beings who lived and labored during the nineteenth century. Kings and Emperors, statesmen, soldiers, scholars, practical men, not one of the multitude has left upon his race an impress so indelible, nor contributed to humanity such visible benefits. For a young man beginning his scientific career I know of no other life so inspiring to read, inspiring not only from the point of view of actual results achieved but because of the sincerity and nobility of his aim. As one follows the development of his career, and considers the sequences that led him from one great idea and discovery to another, it seems as though the finger of God him-

self guided his footsteps through that new country he was exploring, and saved him from the error, into which so many great spirits have fallen, of following false trails that end only in disappointment and failure. As a lad beginning his career in the École Normale at Paris, his attention was directed to a brief note written by Mitscherlich, a German mineralogist. This note described the fact that two salts of tartaric acids having the same composition, the same crystalline form, and the same specific gravity, nevertheless reacted differently to polarized light. Here was a fact that to the outside world seemed a trivial detail, but to the specialist it presented a contradiction of deep theoretical significance. The contradiction was explained by the young Pasteur as the result of a happy, almost accidental observation, which to his keen mind suggested the right solution. Many able men had gazed at those two forms of crystals without seeing the truth, but at last the right eyes looked at them, and part of the immediate result was the introduction of a new idea into chemistry, that of asymmetrical molecular structure. This idea has since been wonderfully amplified, and has added greatly to the theoretical and industrial possibilities of that science. Fortunately, Pasteur himself was led by his studies of the tartaric acids to an investigation of fermentations, and from fermentations to a study of infectious diseases and the means of producing immunity toward them. By his indefatigable labors, illuminated always by a brilliant imagination and a lofty purpose, he laid the foundation of bacteriology, and revolutionized the practice of medicine. He conferred upon mankind a knowledge of the nature of its most frightful diseases, and pointed out the methods by which these diseases can be successfully combatted by measures of intelligent prevention, as well as by measures of direct cure. On the industrial side also, his work has given to the agriculturist a means of protecting his useful plants and animals, the money value of which is beyond computation. Science has not many Pasteurs, although it earnestly desires and seeks for them. The great foundation of the Carnegie Institution is professedly designed for this very purpose of discovering the scientific genius, and saving him to the benefit of the country and of the world. The history of science teaches us, however, that men of this kind are rarely discovered

by any premeditated method they spring up in unexpected places and at unexpected times. It is as likely that one may arise here in this quiet laboratory as in any of the greatest centers of the world. Indeed we may reckon it as one of the probable advantages of the establishment of scientific laboratories in all of the colleges of our great country, that by thus spreading wide the net we may capture one of these rare birds. Whether or not this happy result will follow we cannot say, but what we can feel certain of is that by encouraging scientific investigation throughout the length and breadth of our land we shall create a body of workers whose combined labors will contribute materially to the enlargement of knowledge, and will result in great practical benefits to mankind. We are too great a country to leave this kind of work entirely to other civilized nations, we must contribute our fair share.

I hope, therefore, that here provision will be made for the training of men for the practical affairs of life, and that in addition proper encouragement will be given to that smaller number who feel called to do the higher work of scientific investigation. The kind of encouragement that such men need is not an insistent demand for brilliant results, a perpetual whip and stimulus to make a sensation in the scientific world, but the creation of that atmosphere of noble ideals which is so beautifully pictured in the words that Pasteur, in the evening of his life, addressed to his young disciples and coworkers. "Live," said he, "in the serene peace of your laboratories. First ask yourself, 'What have I done for my education?' Then, as you advance in life, 'What have I done for my country?' So that some day that supreme happiness may come to you, the consciousness of having contributed in some manner to the progress and welfare of humanity. But whether our efforts in life meet with success or failure, let us be able to say when we near the great goal, 'I have done what I could.'"

BACCALAUREATE SERMON.

BY THE REV. KERR BOYCE TUPPER, D. D., LL. D.

Pastor Madison Ave. Baptist Church, New York City.

Preached at University of Georgia,
Sunday, June 18, 1905.

INDEPENDENCE AND INTERDEPENDENCE.

"Every one of us shall give an account of himself to God." Romans
xiv: 12.

"No one of us liveth to himself." Romans xiv: 7

Independence and interdependence—these are the two distinct ideas set forth in these two succinct texts. The former is the more popular to-day. We live in an age when, as never, perhaps, in all the world's history, personality is being lifted up and glorified. We make emphatic the fact that the Gospel individualizes men, developing in each of us the sense and power of individualism. We urge the right and the duty of every human being to possess and to cultivate a deeply wrought personality, a sharply defined, clearly-accentuated individuality—personality and individuality as clear cut as a cameo, as finely fashioned as a bas-relief.

And yet, while it is true, profoundly and gloriously true, that each man should bear the stamp of conscious and developing individuality, it is equally true that absolute independence is an impossible relation; that the law of intimate connection and mutual dependence binds the whole human family in an inseparable unity. The tragic death, back in the years, of Sir Robert Peel's daughter, and the more recent failure of the Baring Brothers, indicate how true it is that the law of the text, that no man may or should live for himself, is the law of society, industry, commerce, all human relations. As another well puts it, "The life of the one man reveals its distinctness only when it is cast into the bosom of humanity," character reaching its fullness and its perfection only when personality is in a sense absorbed in, and even overshadowed

by, the interests of the universal whole. Individualism has everywhere well defined limits. Personal isolation is circumscribed. Beyond a certain point separation and absence of contact with the world outside of self becomes suicide. Christ taught most emphatically the two doctrines of the individual man and the brotherhood of man. The great lesson to be learned to-day is the lesson which Lowell impresses in his "Vision of Sir Launfal":

"Not what we give, but what we share,
For the gift without the giver is bare;
Who gives himself with his alms feeds three—
Himself, his hungry neighbor and Me."

And it is one of the glories of our day that this great truth is being gradually apprehended and propagated by thinking men and women. We are beginning to see, as Maurice puts it so well, that we must either socialize Christianity or Christianize socialism. We are realizing as never before that power is not so much a gift as it is a trust: that to live for others is not so much a gratuity as it is a discharge of a debt, the fulfilment of a peremptory and eternal obligation. Hence it is, that arbitration, and not war, is being emphasized at present; that when Russian barbarity would suppress Semitic liberty all humanity becomes aroused and hurls thunderbolts of indignation; that when Servia's King and Queen are assassinated sorrow comes to all lands.

We are recognizing to-day, as never in the past, that we are members one of another and debtors one to another; that neither languages nor customs, widely as they may vary, can destroy the strange oneness of communities and nations. Even we of this splendid twentieth century of enlightenment and progress are acknowledging our indebtedness to far away nations—to Rome for the principles that underlie our systems of laws, to Greece for our ideals of art and to Judea for the inspirations of our highest faith. It is the great truth of universal dependence and interdependence, no man living to himself, no nation living to itself. It is a fine picture which a modern writer has drawn, when he declares that though social lines may separate the avenue from the slum, still there are a thousand subtle influences that both transcend and subtend all social distinctions and give to the community universal a glorious oneness; that though oceans may divide

nations, still the deeps are undergirded by bands of solid rock. A greater truth the Apostle Paul never uttered than when standing one day on Mars Hill, amid the beauty and grandeur of Minervan art, he proclaimed to those proud Athenians who thought themselves a finer dust than others, "God hath made of one all the nations," not "one blood" as our Authorized Version puts it, but "one." Here we have the noble teaching of universal dependence and interdependence.

This supreme law of mutual dependence and interdependence is the law not only of men, but of things. No sand grain or water drop is given a purely individual office to take. The star, though made with a certain degree of completeness, is not left to shine with a separate splendor. It must swing into rhythm with the circuit of other orbits. No single flower is given the solitary honor of heralding the spring or of decorating the summer fields unsupported. Each must take its place in a procession. The fall of a stone changes the dynamic condition of the universe. And so everywhere we have the mutual relation of organic to inorganic life, of vegetable to animal, of man to nature, and of man the individual to man the universal humanity. All the varied classes of society are nicely articulated and fitted one to another under this law of interrelation—the tenant of the palace and the tenant of the hovel, the child of luxury and the drudge by the roadside.

This law runs also through our commerce and our international relations. The stoppage of the currents of trade between any two of the great civilized nations brings financial disturbance felt all over the earth. We get watches from Waltham, cotton-cloth from Lowell, shoes from Lynn, furniture from Grand Rapids, coffee from Java and tea from Japan.

And what need to-day for the constant and emphatic reiteration of the great truth that the law of dependence and interdependence is the law of society. An eminent economist has recently pointed out that beyond all the extraordinary achievements of modern civilization—its transformation of business methods, its miracles of scientific discovery, its mighty combinations of political forces—beyond all these there lies at the heart of the present time a broadening sense of social maladjustment which creates

what we call the social question. We must begin, therefore, to see that no one may hold his life apart from his fellow with success and without danger. We should remember that in the realm of spirit, as in nature, the law of Leibnitz holds strong, when he writes, "moving particles communicate their motion to adjacent particles." Read what Professor Clerk-Maxwell calls "Cross fertilization of the Sciences," and know that, as Dr. Peabody has put it in his "Social Question," what once appeared to be the isolated and disconnected action of heat, light, motion or electricity, is now associated with all other physical forces under the doctrine of correlation—all these various modes of action in the physical world are convertible, interpenetrating, correlated.

So in the human realm. United are all men by high and holy bonds, and happy are we if we go through life with this song:

"O brother man! fold to thy heart thy brother;
Where pity dwells the peace of God is there;
To worship rightly is to love each other
Each smile a hymn, each kindly deed a prayer."

It is a fine thought of Jeremy Taylor, the philosophic writer, that every member of the human family holds in his hands the lines of an interminable web work, on which is sustained the future of multitudes of his successors. This must impress all that study the question of heredity. We are, each, the resultant of ancestors, the product of a thousand factors gone before. Every person present this morning has had within the last twenty-nine generations no fewer than 120,000,000 direct ancestors, and these have most potentially affected us. Traits of ancestors far back in the years are revealing themselves to-day in our vicious or virtuous tendencies, and in the coming twenty-fifth or thirtieth century of our era men and women will be maimed in moral fibre because of defects in us, or will reap the benefit of some fine grace of manhood or womanhood which we are striving to develop. It is this that makes life both so awful and so glorious—that no man lives to himself, that to live at all is to be a link in the great chain that binds the whole human race in indissoluble bonds. What nature loving and nature interpreting Wordsworth sings of matter we may sing of spirit,

“To every form of being is assigned
An active principle;
Whate’er exists hath properties that may spread
Beyond itself, communicating good.”

It is in illustration of this thought that one has beautifully written, “A traveller in the south of Spain, upon the coming of night-fall, after the heats of Granada, after crossing many an arid plain and bare hill, heard the splash and ripple and murmur of running water by the side of the thirsty road. Upon inquiry he found that these were the irrigating streams whose channels were cut five hundred years ago by the Moors, who then ruled Granada in splendor. The empire of the Moors has fallen, their splendid palace is to-day a mass of crumbling ruins, but the streams with which they refreshed the thirsty places and turned deserts into gardens still flow on to gladden and cheer. So, there is a certain immortality in goodness which does not end with the earthly close of a strong, proud, high-minded life, but rather opens up springs and streams that bring freshness and fertility through all coming time.”

Oh! that we might apprehend this. Microcosm and macrocosm are strangely one. The whole social fabric, from base to apex, is a compact and finely knitted organism. Labor and capital are mutually interdependent, and should be harmoniously co-operative. Mr. Carnegie cannot run his mills at Homestead without workmen, and workmen cannot pay house rent without Mr. Carnegie or some other capitalist. The railway magnates cannot operate cars without switchmen and dispatchers, and switchmen and dispatchers cannot support themselves without railway magnates. It is the law of society, of industry, of commerce, of all human relations—the law of intimate connection and mutual dependence. Surely if a pagan, standing centuries ago in the dim twilight of natural religion, could nobly say, “I am a man and nothing that concerns man is foreign to me,” much more earnestly and intelligently should the same sentiment fill the soul of every follower of the Christ who lovingly taught, along with the exalted Fatherhood of God, the sympathetic brotherhood of man, and so inspired such a song as that of Eliot:

‘When wilt Thou save the people,
O God of mercy, when?
The people, Lord, the people,
Not thrones and crowns but men!

“Flowers of Thy heart, O God, are they:
Let them not pass like weeds away,
Their heritage a sunless day.
God save the People.”

Young men of the graduating classes of the University of Georgia, enter into life with a realization of the great truth of the text, that no man lives to himself, and that each must give an account of himself to God. There is a world of meaning in the short sentence of eminent Thaluck, “Every service must have God for its father if it have earth for its mother.” It is not insignificant that the Crusader’s sword had a cross-bar hilt. “Its blade was keener in battle because he could kneel before it in devotion.” Let there rest upon you, gentlemen, as a mantle, the spirit of Him who came not to be ministered unto but to minister and to give His life a ransom for others. Seek to actualize the ideal of Charles Kingsley, when he pleads that we “do noble deeds, not dream them all day long;” and above all else forget not the ideal of the Quaker poet, when he sings,

“Follow with reverent step the good example
Of Him whose whole life was doing good;
So shall the whole world be our Father’s temple,
Each loving life a psalm of gratitude.”

MEETING OF ALUMNI SOCIETY.

The meeting of the Alumni Society on June 20th of this year will without doubt, rank as an historic occasion. The question of the endowment fund and its use was discussed, and great gratification was felt at the success of the movement. The action taken upon the subject of the disposition of the fund was so important that a full copy of the Minutes of the meeting is published here for the information of the alumni who could not be present.

JUNE 20th, 1905.

The Alumni Society assembled in Phi Kappa Hall at 10:17 A. M., President Meldrim in the chair.

The sitting was opened with prayer by Rev. Thos. D. Cartledge.

The Minutes were read and approved.

It being time for the election of officers, President Meldrim declined re-election. The following officers were elected:

Judge E. H. Calloway, President.

Hon. H. N. Goetchius, First Vice-President.

Hon. Clark Howell, Second Vice-President.

Mr. G. H. Nixon, Third Vice-President.

Prof. C. M. Strahan, Treasurer.

Prof. D. C. Barrow, Secretary.

The reports of the Treasurer were read and approved:

GENERAL FUND.

“June 19th, 1905. Alumni Society. General Fund.

On hand at last report	\$383.66
From interest	10.00
From sustaining fees, 1905	77.00
	<hr/>
	\$470.70
To Printing and Postage	\$17.72
To Bank Discount	1.00
	<hr/>
	18.72
	<hr/>
Balance on hand	\$451.98

In Athens Savings Bank.....	\$342.02
In Georgia National Bank.....	101.96
In hands of Treasurer.....	8.00

\$451.98

ALUMNI ENDOWMENT FUND.

June 16th, 1905.

On hand, last report	\$28,248.25
Collected on subscriptions.....	7,059.00
Collected from interest	1,082.50

\$36,389.75

To Treasurer's commission on drafts.....	\$133.50
To Bank Discount.....	30.00
To Printing and Postage.....	13.36

176.86

\$36,212.89

This balance is composed as follows:—

Bonds of the State of Georgia.....	\$25,708.68
Face value \$23,000.00	
Cash in University Savings Bank.....	10,419.57
Cash in Georgia National Bank	84.64

\$36,212.89

General Statement.

Total amount subscribed.....	\$49,211.70
Received from subscriptions and in- terest	\$37,645.72
Interest \$2,491.92	
Total expenses.....	1,432.83

On hand	\$36,212.89
Uncollected subscriptions, including fifth installment_	\$14,057.90
now being collected.	

Of this sum uncollected, I feel sure that \$4,000 will be paid in, and that the fund will aggregate something over \$40,000.

(signed) C. M. Strahan, Treasurer.

Audited and found correct,

(signed) E. R. Hodgson, Auditor.

The Endowment Fund Committee, through its Chairman, Mr. Denmark, reported as follows:—

“Whereas we learn with much satisfaction of two great movements that have been inaugurated for the welfare of our Alma Mater, namely:—to embrace in one continuous tract an area of approximately five hundred acres, thereby providing for the development, on a large and comprehensive scale, of the College of Agriculture, for which a tract costing \$23,000 will be tendered to the State, and Second:—The proposed erection of a Young Men’s Christian Association building on the Campus, providing ample gymnasium and assembly hall facilities for the entire student body, and

Whereas we heartily approve and desire to lend our assistance to both of these worth objects; Therefore, be it

Resolved, First:—That for the purpose of purchasing the land for the Campus extension, exclusive of the \$22,000 tract above mentioned, we will lend to the three alumni, members of this society, who may be constituted Trustees for the purchase of said land, the present Alumni Fund of \$40,000 for the period of two years from July 1st, 1905, at 4% interest per annum, the land to be security for the loan, provided the said land shall not cost less than \$60,000.

Resolved, Second:—That for the final disposition of the Alumni Fund, we agree that it shall be devoted to the erection of an Alumni Young Men’s Christian Association building, with large gymnasium and bath facilities, provided the friends and supporters of the Y. M. C. A. and of the University, in Georgia and elsewhere, contribute for the erection of said building not less than \$35,000 additional, by June 1st, 1906, thus making a total sum of \$75,000 for said building, which sum, in our judgment, is the minimum amount which could provide the University with adequate gymnasium and Y. M. C. A. facilities for her growing needs.

Resolved, Third:—That we rejoice to learn that the University Auxiliary has already secured subscriptions for \$7,000 of the amount necessary to repay said loan, and we cordially endorse and commend their efforts to raise the full amount; and we request the President of this Society to appoint such committees as the Aux-

iliary may ask to assist in their canvass for the completion of the fund, it being understood that as fast as subscriptions are secured they are to be placed in the hands of such Trustees, and as fast as collected the money is to be applied to the payment of the loan."

Upon motion of Judge Gober, the report was received and adopted.

Upon the count of votes, it was ascertained that there were	
voted for the resolution, subscriptions amounting to	\$19,769
Against the resolution-----	1,025

Total vote cast out of a subscription of \$36,212.89	\$20,794
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The President announced that the resolutions were adopted.

Mr. Meldrim recorded the following reasons for his vote:

"I vote nay, because I do not think, as a business investment, we should lend \$40,000 on \$60,000 worth of real estate at 4 per cent. And for the further reason that I am opposed to giving the management and control, in whole or in part, of the proposed Alumni Hall into the management and control of any other person or association."

The Society elected as Trustees for purchase of the land as provided in the resolutions: Walter B. Hill, T. J. Shackelford, and H. Hodgson.

A Committee, consisting of Messrs. S. B. Adams, Howard Thompson, and H. H. Linton, were appointed to nominate an orator and alternates. The Committee nominated W. H. Fleming, of Augusta, Ga., as orator; W. A. Blount, of Pensacola, Fla., as first alternate, and Howard Van Epps, of Atlanta, as second alternate. These nominations were confirmed by a unanimous vote.

Upon motion of Col. D. B. Hamilton, of Rome, the Endowment Fund Committee was continued of force for the collection and management of the fund.

Upon motion of Judge Gober, the Society expressed its appreciation of the services of the retiring President, Hon. P. W. Meldrim, by a rising vote of thanks.

The Society then proceeded to the Chapel to hear the address of its orator, Judge S. F. Wilson, of Gallatin, Tenn.

(Signed) D. C. BARROW, Secretary.

On the conclusion of the address of Judge Wilson, the alumni and invited guests assembled in Denmark Hall for the annual lunch. At the conclusion of the lunch, which was delightfully served, the Governor of Georgia, in behalf of members of the Board of Trustees who accompanied the party to Wisconsin during the past winter, presented a handsome loving cup to Mr. George Foster Peabody, which was received by him in appropriate remarks. A number of most enthusiastic speeches were made by alumni, and Prof. Francis G. Peabody, of Harvard University, delighted those present with a most cordial and scholarly greeting from that institution.

TO THE ALUMNI OF THE UNIVERSITY.

With this issue of the Bulletin goes a blank form to each Alumnus of the University, which he is urgently requested to fill out promptly and return to Mr. A. L. Hull, Editor of the Alumni Catalogue.

It is desired that the Catalogue shall be a concise biographical record of the Alumni, and to that end we invoke your aid.

In those cases where the facts wanted were previously supplied only additional facts since 1901 need be noted.

A new and revised Catalogue will be published as soon as the material can be made ready.

The Registrar desires the University Catalogue for 1868-78 to complete the file for binding. If any member of that class can supply the want, the favor will be greatly appreciated.

The editors of the Bulletin regret to announce that they are unable to print the address of Prof. Francis G. Peabody, of Harvard University, to the graduating class. Dr. Peabody was called back to Cambridge immediately on the conclusion of the address, and sailed soon after for Europe, where he inaugurates the lectures at the Royal University in Berlin under the arrangement between that University and Harvard. It is hoped that we shall be able to secure a copy of the address for publication in a later number of the Bulletin.

THE EXPANSION MOVEMENT.

BY HARRY HODGSON, Chairman University Auxiliary.

All Georgians glory in the fact that their University, chartered in 1785, is the oldest state university in America. This distinction, so highly prized, which gives us a deserved prestige among the colleges of the country, comes to us through good fortune as an inheritance from our forefathers. Though naturally proud of this, we cannot assume any personal credit on account of it. However, the present generation will soon have just ground for pride in their own work for the advancement of the University.

A great advance movement has recently been inaugurated for the University of Georgia. These plans are not visionary, and their early achievement is certain. The *oldest* state university is soon to be one of the *greatest*, and every patriotic Georgian who has heard of the definite progress that has already been made with these plans has been filled with enthusiasm and interest in the work.

Within the past few months the present limited campus has been enlarged by the purchase of adjoining lands from an area of 37 acres to more than 500 acres. This additional property cost the alumni and friends of the University over \$92,000. The land has been acquired and placed in the hands of three alumni who were designated by the Alumni Society as "Land Trustees," to hold the property in trust until the full amount of its cost has been paid in cash, which will be within five years, as all contributors have been allowed that time within which to pay their subscriptions. More than half of the \$92,000 has been raised, and from the generous response from the alumni to a circular letter issued by the Chancellor in June last it is believed to be a matter of certainty that the full amount will be forthcoming without much difficult work by the committee.

The land purchased is not only immediately adjacent to the old campus, thus making one compact area, but it has topographical advantages of hills and valleys that make it one of the most beautiful landscapes imaginable. It is cut by two bold streams of water, which gives opportunity for the building of valuable reservoirs or lakes, and it fronts on the Oconee River for a distance of

over half a mile. The western boundary of the property for a distance of nearly three fourths of a mile is Lumpkin Street, one of the most important thoroughfares in Athens. A map, published herewith, will give some idea of the enlarged campus, but the property is even more complete than the map indicates, for the two blocks in the northwestern corner of the new property, bounded by Baldwin, Lumpkin and Sapelo streets, which appear in the map as omitted property, have been purchased and included in the campus area since the map herewith was made.

A landscape architect, who stands among the foremost men in his profession, has been employed to lay out roadways and outline a complete scheme for the beautifying of the whole campus area. He now has two corps of engineers at work making a topographical survey of the property, showing all of the grade levels, so that the roadways can be properly outlined and the locations selected for new buildings in accordance with the broad general plan. The enthusiasm which this architect feels in the possibilities for beautifying this campus is most gratifying. When his plans have been carried out Georgia's University campus will not be less beautiful than that of the famed University of Virginia.

The old campus will of course be incorporated with the new into one harmonious tract. A main driveway is to be projected through the entire area and it is believed that this avenue will be so planned as to result in the most picturesque thoroughfare in Georgia. Great ornamental gates for the main entrance into the grounds at College Avenue are contemplated that will make the entrance at once imposing and dignified.

The purchase of this large area was made necessary by the congested condition of the old campus, and more ground was immediately needed for the College of Agriculture. The recent visit of the Board of Trustees to the University of Wisconsin stimulated keener interest in that body for practical agricultural education. At Wisconsin this form of education is accomplishing great results for the material wealth of that State. The farmers deeply appreciate the University and send their sons by the hundreds to partake of its benefits. The legislature of that state gives a million dollars each year for its maintenance, and it is an inspiring sight to see its great student body of more than two

thousand taking advantage of the splendid instruction there offered.

Georgia's wealth is essentially agricultural and the University trustees are enthusiastic over the plans which will enable our college of Agriculture to be developed in the wisest and most practical manner possible. The greatest part of the new campus area is to be assigned to the college of Agriculture for experimental work and field demonstrations. The great plateau extending from Lumpkin Hill along Lumpkin Street almost to Milledge Avenue offers the site for a splendid modern farm and on this site it is believed the legislature will locate the State Experiment Station in the near future.

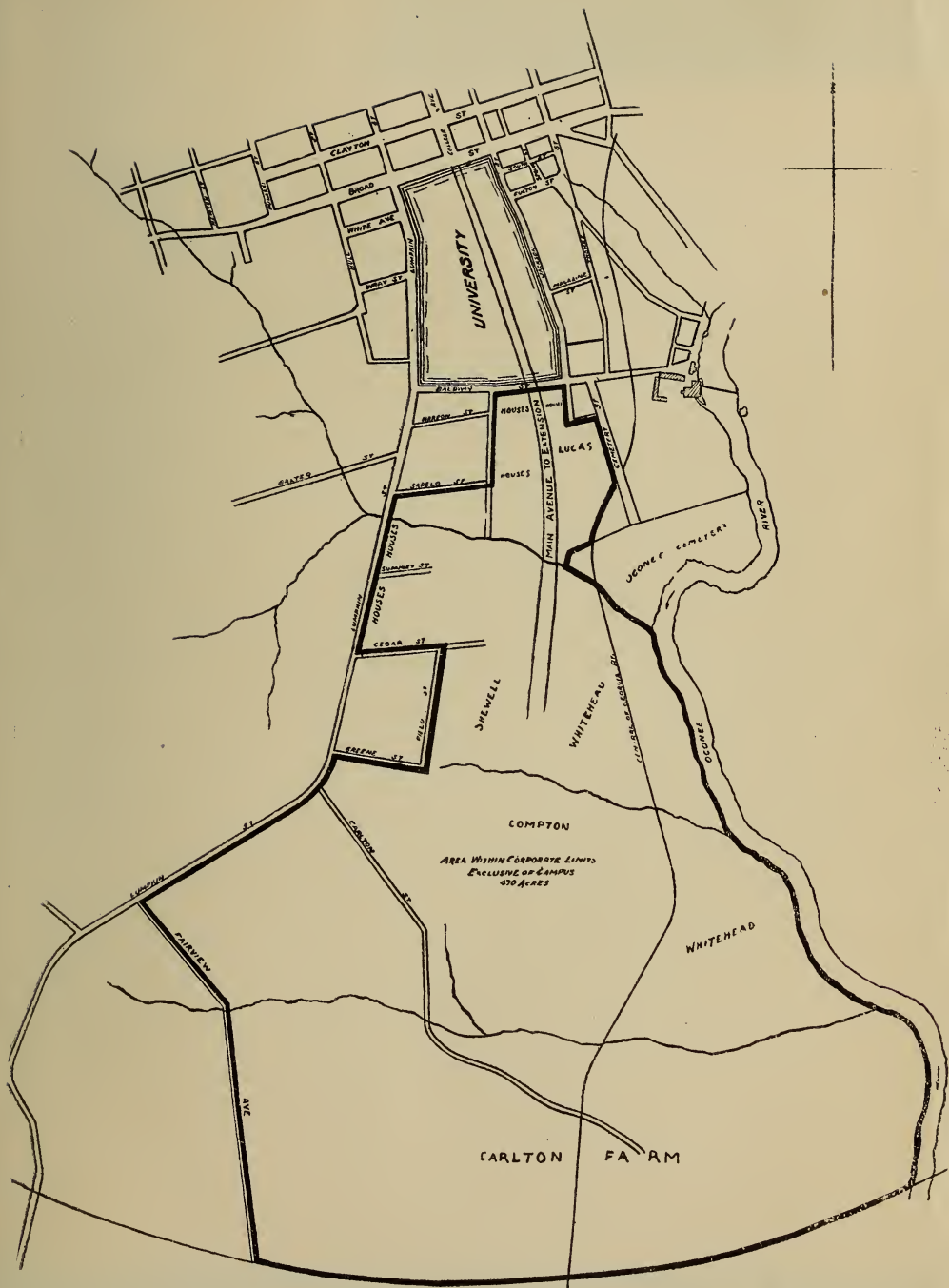
The administration of the University's affairs under Chancellor Hill has been so splendidly successful that there is a strong sentiment throughout the state to consolidate the work of higher education under his direction, rather than divide it up and weaken the force of the University by a policy of segregation.

To bring about a prompt and substantial development of the College of Agriculture along broad lines, Hon. J. J. Conner, representative of Bartow county in the state legislature, has introduced a bill providing for the expenditure by the state of \$100,000 for building and equipping an Agricultural Hall on the new campus, and the most commanding hill on this new area will no doubt be selected as the location for this building. This building will be the handsomest structure on the campus, and its commanding position will emphasise the importance of this practical branch of education which means so much for the upbuilding of the state. Mr. Conner's bill has been reported favorably to the House by the Appropriations Committee by a vote of 17 to 5, which is practically a guarantee that it will be passed. By agreement it will not be pressed for passage until the next session of the legislature, as there is at present a deficit in the state treasury that must be overcome before this special appropriation can be made.

In addition to the building for the College of Agriculture, a Young Men's Christian Association building, providing also a fine gymnasium, will be erected on the new area between Lumpkin Hill and the old campus, so as to be conveniently located for all of the students of the University. A preliminary design for this

building by Architect Haralson Bleckley of Atlanta is published in this Bulletin. The building will cost at least \$75,000. It will be so built that it can be later extended to larger proportions, but will from the first accommodate 760 students. The Alumni Society has voted the alumni fund of \$40,000 to this building provided an additional sum of \$35,000 be raised, and the State Executive Committee of the Young Men's Christian Association has put its shoulder to the wheel to secure this additional sum from the Christian people of Georgia. Such men as Mr. W. Woods White, chairman of the state committee, Dr. W. W. Landrum, pastor of the First Baptist Church of Atlanta, State Secretary J. V. Read and others have pledged themselves to push through this canvass without unnecessary delay, and it is believed that they will succeed in their efforts within the coming year.

The above general outline will show to all of the alumni what great plans have been recently set on foot for the development of their alma mater, and it is needless to say that hundreds will join forces with those who have commenced the campaign. Nothing but a great success to this forward movement is possible, for the large development of the University is not the dream of a few men, but the determination of many; and not only will every son of the University show zeal and interest in this movement, but every loyal citizen of the state can be relied upon to take pride and pleasure in its development. While the University's past has been great its future is bound to be much greater. Every old student who came back to Athens at the recent June Commencement was fired with enthusiasm over the outlook and the zealous help of every one of them was pledged to add some impetus to the plan. Let every man who reads this take a hand and push with his might to make the University's field of usefulness broader and brighter than it has ever been.



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